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ABSTRACT

This curriculum package is based upon the use of contracts which allow the student to make some choices and receive immediate, positive reinforcement. Mathematics and language arts are individualized using teacher-made and commercial materials. Activities described present social science, science, health, music, language arts, and safety to students, with opportunities for group interaction. Interest centers, group interaction discussions, and student government are a part of this individualized program, with emphasis on self control and concern for others. Section I discusses ego development and self discipline and describes group therapy and reality therapy sessions. Basic elements of individualized instruction are discussed with suggestions on drawing up individual performance contracts and identifying main concepts that need to be learned in specific subjects. Teacher enthusiasm is emphasized. The second section is devoted to suggestions on how to develop student self control and how to individualize instruction. The final section provides guidance on class activities, parent conferences, special projects, and physical fitness activities. Sample charts for the daily use of the teacher in overseeing, guiding, and evaluating student progress are included. (JD)

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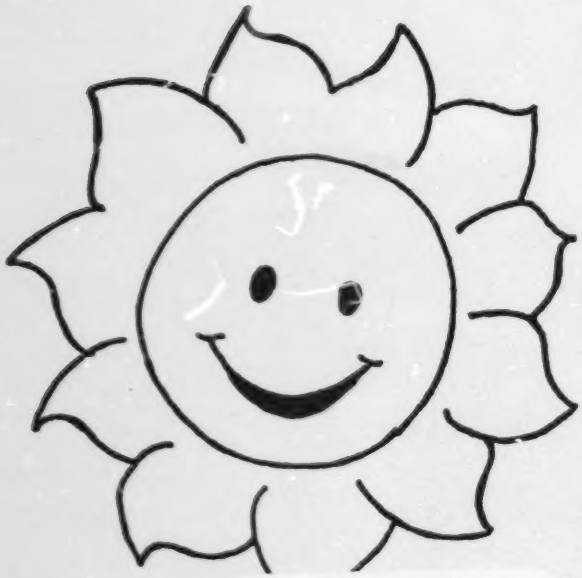
WHY, HOW TO, and THIS & THAT



from Howell School

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MAY 1982
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Dedicated

to

All the students who have

taught me so much and given me love.

ACKNOWLEDGEMENTS

This manual was made possible by the following people to whom I extend my sincere thanks:

Dr. Leonard F. Dalton - Superintendent, Box Elder County School District, for positive reinforcement.

C. Morgan Hawkes - Assistant Superintendent, Box Elder School District, for unending encouragement, support and faith.

Dr. Kenneth Lindsay and Dr. Kerry Nelson - Utah State Board of Education, for believing that we had some things to share.

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LaVar Douglas - Principal, Box Elder County School District, for being my conscience.

Kate Dennis, Principal

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INTRODUCTION

Howell School has developed a multigraded management system that uses behavioral modification instruction to help the student gain self control and increase self concept and self motivation. The curriculum package is based upon the use of contracts which allow the student to make some choices and gives immediate, positive reinforcement. Math and language arts are individualized using teacher-made and commercial materials. An activity time presents social science, science, health, music, language arts, math, safety and music to multigraded students with much group interaction. Interest centers, group interaction discussions and student government are a part of this individualized program for students, with the emphasis on self control and concern for others.

This manual was originally planned for use in workshops and inservice training. Since it is not possible for all who have expressed a wish for this manual to attend one of these workshops we hope that you will contact us if you would like more information.

It was difficult to choose what to share. If you would like to know more about this program you are welcome to visit, to borrow video cassette tapes on a day's activities or on Activity Time. We also have a set of slides on Activity Time. Please feel free to write or call at anytime.

Howell Elementary School
Howell, Utah 84316
(801) 471-2223

SECTION I - WHY?

Ego Development

"We are what we perceive others think we are." This is one reason why a good self image is so important. A good self image is the product of ego development.

Children spend a great deal of their time watching television. Many children's lives are dominated by this one-way communication. Television does not react to a viewer's response and therefore has few properties to stimulate ego development.

Another large block of a student's time is spent in the classroom listening to lectures. Lecture type instruction is generally one-way communication. There may be a small amount of two-way communication through facial expression and eye contact, but again only limited ego growth occurs. Two-way communication is increased by the question/answer type of instruction. This method generally builds the egos of only those who know the right answers and are willing to respond.

The best type of communication for ego development is two way. This is accomplished when teacher and student are talking and listening to each other and student and student are talking and listening to each other and teacher and students are talking and listening to and interacting with each other. This type of communication says, "I see you. You are a person worth my interest."

In many school situations students are not allowed to talk. They do anyway, but it becomes a sneaky, underhanded exchange. These kinds of school situations may show teacher control, but they do nothing for the development of the student's self image.

In school situations where students are allowed to talk and move freely, it sometimes becomes so loud and chaotic that anyone coming into the situation feels that both students and teacher are out of control. This type of situation can make a person very tired and usually ends with harsh words and ego destructive actions.

However, there can be a happy medium where children are taught to speak in soft voices, to move with control, to accomplish assigned tasks and to gain ego development through two-way communication. Some suggestions on how teachers can help students gain the above self-control are listed below:

1. Practice speaking in a soft voice. Count to three and have all the students whisper their name at the same time. Help students to recognize that this kind of voice will not disturb others when they talk.

2. When you hear a student using a soft voice say, "I am so proud of you because you show good self-control by using a nice soft voice."

3. Use a soft voice always! If you can't gain the students' attention, use a desk bell or flip the lights. Another way is to stand and wait until they are quiet and then require them to pay you back for the time you waited with a silent, non-moving period.

4. Stand in the center or front of the room and very softly ask the students to come to you. Those who hear and respond immediately should be given some type of reward such as 10 minutes free time or a treat.

5. Help students to understand that they must like themselves before others can like them. Self-image development can come from good self-control.

6. By using circle discussion groups (see page 5) you can help students understand that freedom requires control. Point out that each student has rights, the most important one being the right to learn. If other students make this impossible, then the group will all lose some of their freedom.

7. On special days, such as before a holiday, when all the students tend to become excited, have a two or three minute practice of silence while they think of the control they need to regain. This may be followed by a brief group discussion of why there is too much noise. Point out that work seems to make the time go faster and that all will be in a better mood to enjoy the holiday if they work hard.

8. Have a time-out place in the classroom where a student may go where other students should not bother him/her while he/she is there.

9. For the single student out of control have a time-out place where he/she must go and use reality therapy (see page 8) to help him/her regain his/her self-control.

10. Use the finger bell or light switch to signal that the students are all to look at you; then suggest that everyone should be sure they are using self-control.

The easiest and fastest way to give growth to a student's ego is through the use of positive reinforcement statements or actions, such as, "I like the way you are working", "I'm glad you have such good self-control" or "You are a good friend, because you allow others to get their work finished." A smile can often do wonders in helping students to feel good about themselves and to get started on their work. A touch on the shoulder or a hug takes very little time, but pays big dividends in developing a good self-image.

Never reinforce negative behavior by pointing out what the student is doing wrong. They already know and will generally tune a teacher out or become embarrassed, which is ego destructive. Instead of using an angry voice the teacher should count to 10 or 1,000 until he/she can speak in a neutral (non-self involved) voice, then say, "I'm so glad you have finished all your work and are going to use your free time in one of the interest centers." If the students say they have not finished, ask if you can help them so that they will have time for other activities.

What about the student that no one likes? After you have used reality therapy, positive reinforcement and love, what then? The following

should only be used as a last resort. The teacher must be sure that the majority of the group is finding rewards in self-control and that most are developing good self-images that will allow them to have empathy for others.

Using a discussion circle the teacher may ask, "Have any of you ever felt that no one likes you?" Since very one has, if no one responds the teacher might give a personal example of a time when he/she did not feel liked. The teacher may then ask, "How did you feel and what kind of things did you do when you felt this way?" Using good judgement the teacher continues, "There is one person," (or you may even need to use the student's name), "in our group whom no one seems to like. Everyone wants and needs to be liked. Can you think of some good things that this person does that you like? What are the things that this person does that you do not like? Have you ever done any of these things? How did you feel? How did others treat you? How can we help this person to like him/herself so that we will like him/her better? Are any of you willing to be a special friend to this person for a day or a week? Will all of you try to ignore the things that this person does that you don't like and help him/her to do the things that are likeable?" The discussion should always end with the agreement that all are going to help this person in every way possible. Be sure the person knows that "We care about you!" This is a very tricky type of therapy, but it is better for a person to have an uncomfortable twenty minutes in learning what he/she does that causes him/her not to have friends and then have the opportunity to correct it, than to spend the rest of his/her life building one negative behavior upon another.

Self Discipline

In order to individualize instruction a teacher must be free of the constant need to discipline students. The students must be taught to use self discipline. How can self discipline be achieved? It is not easy and will never be perfect, but it is a wonderful experience in ego building for the students and the teacher.

The traditional type of discipline used by parents and teachers is a "put down." It makes a judgement and tells the receiver that he/she is wrong and gives directions for correction. This "put down" discipline maybe presented in a very loving manner, "My dear, would you please sit down and go to work?" This type of discipline may be in the harsher form of "Sit down and get busy." Either way it has not been very successful within the last few years and students resent being told they are wrong and ordered to correct their errors. It also seems to necessitate constant reminders until the student tunes out and the teacher's voice becomes louder and harsher. The teacher is assuming responsibility for the behavior of the students for the entire school day. It is a heavy load.

There are many behavior modification plans. Each teacher needs to find the plan or method that will help him/her to develop self discipline in the students. The following paragraphs will discuss two behavior modification plans that have helped students to gain self-control, to move freely, to talk in soft voices, and to plan and successfully complete their school assignments.

Group Therapy (Circle Discussions)

Group therapy involves a group and therefore consumes less time than the individual modifications. It is a time for sitting together and

discussing problems, accomplishments and feelings. It is best if all in the group can face each other, hence the circle. If it is possible to sit on the floor, the atmosphere seems to be more relaxed and it equalizes the differences in size. Below are guidelines for students and teachers to follow for effective circle discussion.

Rules.

1. All individuals in the group are equal.
2. Only one person talks at a time.
3. Everyone is encouraged to take part. Point out that if you don't take part you are allowing others to control your freedom.
4. No single person or small group may dominate the discussion.
5. Everyone is free to say anything he/she wishes.

Teachers Role.

1. See that the problem is stated so that all understand.
2. See that the discussion deals with solutions to the problem.
3. See that no one (including the teacher) dominates the discussion.
4. Make sure that everyone understands and agrees (or at least accepts) the decision.
5. If no solution or agreement can be reached then the teacher takes away the freedom or activity until the group can find a solution.

When.

1. The circle discussion may take place any time it is needed. A student or teacher may request it.
2. By planning the morning opening period around this circle, problems that the students arrive with may be solved before they effect the day's work. It is also a good time to discuss plans for the day.
3. A circle the last part of the school day makes a good wrap-up in evaluating students' feelings about the day. Feelings that may go home and cause parent anxiety can often be aired and resolved.

Here are some student comments and feelings about circle therapy:

"Students aren't students and teachers aren't teachers. We're all just people."

"You can tell what you did like or did not like about the day."

"You can tell about things that worry you. It helps to know that others have the same kind of worries."

"If you have a problem you can talk about it."

"Problems aren't always solved, but it helps to talk about them. Sometimes the problem just goes away because we talked about it."

"It makes me feel good when someone says something nice about me in the group."

The teacher must put the problem on the students and insist on a solution or the loss of a freedom. Example situations are listed below:

1. PROBLEM: Restroom - messy towels on the floor.

   SOLUTION: Teacher - no restroom privileges except at break time.

   Student - buddy system or check in-and-out.

2. PROBLEM: Playground - groups are harassing individuals.

   SOLUTION: Teacher - no play time until a solution is found.

   Student - agreement to recognize individual rights as well as group rights.

3. PROBLEM: Lunchroom - excessive noise and shouting.

   SOLUTION: Teacher - no talking in the lunchroom.

   NOTE: If necessary, request that individuals who cannot control themselves have lunch in a "time-out" place.

Length of time. If the discussion goes on too long students become restless, so it may be best to suggest that the students think about the problem and continue it later; however, length may sometimes cause the students to really work at finding a solution or a compromise.

Reality Therapy (Individual Therapy)

William Glasser's reality therapy places the responsibility of action and evaluation upon the individual. It is a personalized procedure between the teacher and student, which takes time, but the pay-off is worth it. For a detailed explanation you may wish to read Dr. Glasser's books, Schools Without Failure and Reality Therapy. This therapy is simple to use and the model is easy to remember. Glasser's ten steps of discipline in reality therapy for handling specific problems are:

1. What do I normally do with this child? Write it down.
2. What have I been doing that doesn't work? Stop it.
3. What can I do starting tomorrow and each day after that will make him know I like him?
4. If the child does something that is upsetting to you, ask him to stop.
5. Ask the child, "What are you doing?", "Is it against the rules?", "Is it helping you?" or "Is it helping others?" As a last resort say, "This is what I saw you doing."
6. Repeat, "What are you doing?","Is it against the rules?", "Is it helping you?", "Is it helping others?", and "We have to talk it over." Make a PLAN. Make a COMMITMENT.
7. When 1 - 6 don't work, fix a comfortable place where the child can sit, separate from the class. This is not punishment. Use only until ready for #6.
8. Send the child out of the room to a chair in another part of the school. Give him/her something to eat for a tranquilizing effect (raisins, nuts, etc.) until ready for #6.
9. If student won't sit in the other area, call the parents in. Send him/her home and ask the parents not to punish him, but to just keep the child in the house and send him/her back to the school tomorrow.
10. Seek help from community agencies if 1-9 don't work.

In order for reality therapy to be effective the following concepts should be discussed by the teacher and the students:

1. School must be a good place.
2. Students must know the rules.
3. Students must agree to the rules and the rules must be reasonable.
4. Students should have some say in making the rules.
5. Students should know the results if they break the rules.

Since reality therapy is an individualized, time consuming process, the teacher may want to use it only on difficult problems. The students could be encouraged to write out their own plan, and date and sign it. The student should not be constantly reminded of the plan. If the plan does not work the student should write a new and different one. When students become familiar with this process they soon realize that it is best to make the first plan work because each subsequent plan, for the same problem, becomes more difficult to formulate. Sometimes all a teacher needs to say to a student who is having trouble following a plan is, "Do you need to make a new plan?" Generally a student will immediately regain his/her self-control.

When students assume self-control, school becomes a special place for all. Students get their work completed, have time to talk and visit interest centers with other students and move freely in the classroom. Teachers have time to teach and to listen and can end the day without the tension and fatigue that "put down" discipline brings. Best of all, everyone looks forward to being together again.

Individualized Instruction

Individualizing instruction is planning a program to meet the learning needs of each student. It is not isolation. Each student works on the concepts he/she does not know, whether it is individually, in pairs, in small groups or in large groups. It involves teacher instruction, aide tutoring and students helping each other. It is not just a question/answer situation, but an exchange of perceptions until a sought after goal is achieved. Within the last few years many individualized programs have been published. As a teacher, you may want to use one of these or the best parts of several. The important thing is for the teacher to be comfortable with what he/she is teaching. The teacher must not allow the retrieval systems to become an albatross around his/her neck.

Continuums

A continuum is a list of the main concepts that a student needs to learn in a specific subject. It is much like a scope and sequence chart, but it has a place for the teacher to record when the material has been presented and tested for mastery. A continuum helps the student to see what he/she needs to learn. It also shows them what they have accomplished. This is very useful at conference time with the parents. If a teacher has to be absent for any amount of time from school it gives the substitute teacher an idea of what has been learned and what needs to be taught.

A continuum may be a short listing of the main concepts or a more complex breakdown of the concepts. It does not need to be updated every week, but it is helpful if it can be checked at least once a month. Many of the new series of textbooks have included a continuum for teacher use. A continuum should be of use to the student, teacher and parent. It should not be just one more thing to consume a teacher's time. Following are samples of teacher made continuums (Chart #1, #2 and #3).

[redacted]

- [ ] 0 - 5
- [ ] 0 - 10
- [ ] 0 - 18
- [ ] Column Equations Missing addend or sums (regrouping) 2d + 1d
- [ ] 2d + 2d
- [ ] 2d + 2d or more
- [ ] Column Equations Missing addend or sum

MULTIPLICATION

- [ ] Facts thru 5
- [ ] Facts thru 9
- [ ] Equations Missiong factor or product (regrouping) 2d x 1d
- [ ] 2d x 2d
- [ ] 3d x 2d or more
- [ ] Equations

NUMERATION

(counting)

- [ ] 1 - 10
- [ ] 1 - 100
- [ ] 10 - by 2's
- [ ] 100 by 10's
- [ ] 100 by 5's
- [ ] 100 by 2's
- [ ] Odd numerals to 100

(cardinal word)

- [ ] 1 thru 10
- [ ] 1 thru 100
- [ ] (cardinal word) 1st, thrd, 10th

[redacted]ON

- ___ 5 or less
- ___ 10 or less
- ___ 18 or less
- ___ Equation Missing addend or sum (regrouping) 2d - 1d
- ___ 2d - 2d
- ___ 2 or more d-
- ___ 2 or more d Equations missing addend Or sum

DIVISION

- ___ 1's thru 5's
- ___ 1's thru 9's
- ___ Equations Missing factor or product (regrouping) 2d ÷ 1d with remainder
- ___ 3d ÷ 1d, even
- ___ 3d ÷ 1d, remainder
- ___ Equations

(reading)

- ___ 100 - 1,000
- ___ 1,000 - 10,000
- ___ 10,000 - 100,000
- ___ 100,000 - 1,000,000

SYMBOLS

- ___ Operations
- ___ >, <, or =
- ___ ( ) and [ ]
- ___ ≠, ≅

[redacted]ON

- ___ 4d - 1d remainder
- ___ 3d - 2d
- ___ 4d - 2d
- ___ 5d - 2d or more
- ___ 5d - 3d or more

ROMAN NUMERALS

- ___ I - X
- ___ I - XX
- ___ I - L
- ___ I - C
- ___ I - M

PROPERTIES

- ___ Identity for ÷
- ___ Identity for X
- ___ Commutative
- ___ Associative
- ___ Distributive

METRIC SYSTEM

- ___ Meter
- ___ Liter
- ___ Gram

FRACTIONS COMMON

- ___ ½, ¼, 1/3
- ___ Renaming fractions
- ___ GCF
- ___ LCM
- ___ Addition of fractions
- ___ Subtraction of fractions
- ___ Multiplication of fractions
- ___ + and - of mixed fractions
- ___ Reducing fractions
- ___ Division of fractions

MONEY

- ___ Recognition of coins
- ___ Adding coins
- ___ Subtraction of coins
- ___ Adding with decimal
- ___ Subtracting with decimal

[redacted]MAL

- ___ Addition of decimal
- ___ Subtraction
- ___ Multiplication
- ___ Division
- ___ Changing fractions to decimals
- ___ Changing decimals to fractions
- ___ Reading of decimal
- ___ Place value

GEOMETRY

- ___ Recognizing shapes
- ___ Properties of shape
- ___ perimeters
- ___ areas

MEASUREMENT TIME

- ___ Hour
- ___ ½ hour
- ___ ¼ hour
- ___ Written time
- ___ Days
- ___ Months
- ___ Year, decade, etc.

LENGTHS

- ___ In., ft., yd., etc.
- ___ Liquids
- ___ Cup, pint, qt., gal

WEIGHT

- ___ Lb., oz., ton

- ___ Ratios, rates & per

GRAPHS

- ___ Line
- ___ Bar
- ___ Scale
- ___ Tables
- ___ Charts

12

19 20

Presented | 1 Testing | 2 Testing | Final Test

READINESS

Awareness of self/world 1
Main idea 1
Logical sequence 1
Noting details 1

PHONIC SOUND SYMBOL RELATIONSHIP

Letter Mastery
Visual discrimination 1 2 3 4
Auditory discrimination 1 2 3 4
Naming capital & lower 2
Writing capital & lower 2
Usage in writing 2
Alphabet 2

Consonants

Initial consonants 2 3 4 5
Final consonants 2 3 4 5
Medial or double 7 8 9 10 11 12 13 14 15
Initial consonant blends 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Final consonant blends 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Three letter blends 9 10 11 12 13 14 15
Consonant digraphs 3 4 5 6 7 8 9 10 11 12 13 14 15

Vowels

Short 3 4 5 6 7 8 9 10 11 12 13 14 15
Long 3 4 5 6 7 8 9 10 11 12 13 14 15
Digraphs 4 5 6 7 8 9 10 11 12 13 14 15
Dipthongs 8 9 10 11 12 13 14 15
Variant 3 4 5 6 7 8 9 10 11 12 13 14 15

(PHONICS CONTINUED)

Word Endings

Rhyming word endings 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Phonograms 8
Word ending syllables 9 10 11 12 13 14 15

STRUCTURAL ANALYSIS

Inflectional Forms

Verb forms 3 4 5 6 7 8 9 10 11 12 13 14 15
Noun forms 3 4 5 6 7 8 9 10 11 12 13 14 15
Adjective forms 7 8 9 10 11 12 13 14 15
Adverb forms 11 12 13 14 15

Derivational Forms

Prefixes 10 11 12 13 14 15
Suffixes 7 9 10 11 12 13 14 15
Root words 11 12 13 14 15
Compound words 3 4 5 6 7 8 9 10 11 12 13 14 15
Contractions 3 4 5 6 7 8 11 12 13 14
Syllabication 8 9 10 11 12 13 14 15
Hyphenated words 11 12 13 14 15

VOCABULARY

Sight words

Readiness 2 3 4 5 6 7 8
Basic 2 3 4 5 6 7 8 9 10
Expanded 9 10 11 12 13 14

Context Clues

Context and punctuation
Clues to meaning 3 4 5 6 7 8 9 10 11 12 13 14 15

(VOCABULARY CONTINUED)

Word Meaning

Pronouns 7 8 9 10 11 12 13 14 15
Dictionary meanings 12 13 14 15
Syllabication/accent 8 9 10 11 12 13 14 15
Prefixes/suffixes 7 9 10 11 12 13 14 15
Multiple meaning words 3 4 5 6 7 8 9 12 13 14 15
Antonyms 6 7 9 10 11 12 13 14 15
Synonyms 8 9 10 11 12 13 14 15
Homonyms 7 8 9 10 11 12 13 14 15
Content clues 7 9 11 12 13 14 15
Idioms 11 12 13 14 15
Dialects 13 14 15

COMPREHENSION

Literal (recognition of:)
Main idea 3 7 8 9 10 11 12 13 14 15
Sequence 3 4 5 6 7 8 9 10 11 12 13 14 15
Details 8 9 10 11 12 13 14 15
Comparison 5 6 7 8 9 11 12 13 14 15
Cause and effect 3 4 5 6 7 8 9 10 11 12 13 14 15
Character traits 3 4 5 6 7 8 9 10 11 12 13 14 15
Recall
Main ideas 3 4 5 6 7 8 9 10 11 12 13 14 15
Sequence 3 4 5 6 7 8 9 10 11 12 13 14 15
Details 3 4 5 6 7 8 9 10 11 12 13 14 15

COMPREHENSION (CONTINUED)

Comparisons 8 9 10 11 12 13 14
Character traits 3 4 5 6 7 8 9 10 11 12 13 14 15

Inferential Comprehension

Main idea 3 4 5 6 7 8 9 10 11 12 13 14 15
Cause and effect 8 9 10 11 12 13 14 15
Drawing conclusion 8 9 10 11 12 13 14 15

Evaluation

Judgments of reality/fantasy 3 4 6 7 9 10 12 13 14 15
Fact or opinion 12 13 14 15

Appreciation

Emotional response to content 8 9 10 11 12 13 14 15
Identification with character 3 4 7 8 9 10 12 13 14 15
Imagery 7 8 9 10 11 12 13 14 15

Study Skills

Skimming/scanning 8 10 11 12 13 14 15
Outlining 13 14 15
Summarizing 11 12 14 15
Following directions 5 8 9 10 11 12 13 14 15

Location Skills

Alphabetizing 7 8 9 10 11 12 14
Table of contents 3 4 5 6 9 13 14 15
Glossary 10 11 12 13 14 15
Dictionary 12 13 14 15
Reference books 12 13 14 15
Library skills 10 11 12 13 14
Newspapers/magazines 12 14 15
Maps/charts/graphs 10 11 12 13 14 15

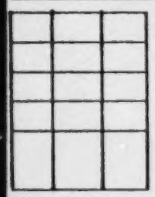
Presented

Tested successfully

CHART #2 - Reading Continuum

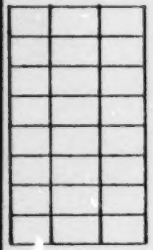
PHONIC SOUND-SYMBOL RELATIONSHIPS:

Letter Mastery



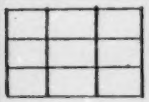
naming capital & lower
writing capital & lower
visual discrimination
auditory discrimination
usage of letters in writing

Consonants



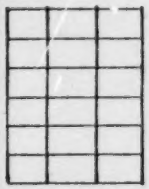
initial consonants
final consonants
medial & double cons.
initial cons. blends
three-letter cons. blends
final cons. blends
consonant diagraphs
variant consonants

Word Endings



rhyming word endings
phonograms
word ending syllables

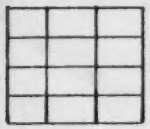
Vowels



short vowels
long vowels
vowel diagraphs
vowel diphtongs
variant vowels
vowel discrimination

STRUCTURAL ANALYSIS:

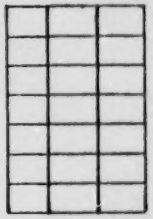
Inflectional Forms



verb forms
noun forms
adjective forms
adverb forms

STRUCTURAL ANALYSIS cont.

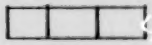
Derivational Forms



prefixes
suffixes
root words
compound words
contractions
syllabication
hyphenated words

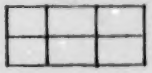
VOCABULARY

Sight Words



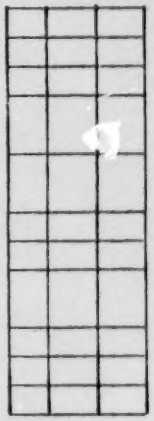
basic sight words

Context Clues



context and punc.
meaning

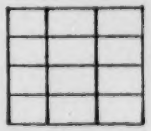
Word Meaning



pronouns
prepositions
dictionary mean.
syllabication and accent
meaning of prefixes and suffixes
antonyms
homonyms
multiple meaning words
homographs
homophones
transition words

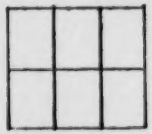
COMPREHENSION

Literal Comprehension



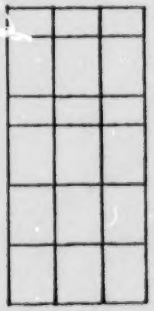
Recog. of details
Recog. of main ideas
Recog. of sequence
Recog. of Comparison

COMPREHENSION cont.



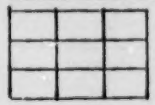
Recog. of cause and effect
Recog. of character traits

Recall



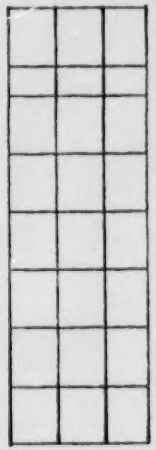
Recall of details
Recall of main ideas
Recall of sequence
Recall of Comparisons
Recall of cause and effect
Recall of character traits

Reorganization



classifying
outlining
summarizing

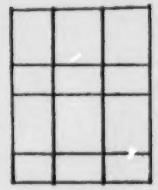
Inferential Comprehension



Inferring supporting details
Inferring sequence
Inferring main ideas
Inferring comparison
Inferring cause and effect
Inferring character traits
Predicting outcomes
Interpreting Figurative lang.

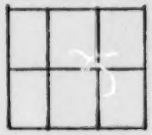
COMPREHENSION cont.

Evaluation



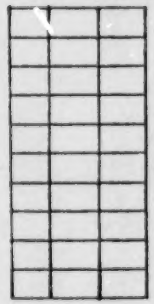
Judgements or reality/fantasy
Fact or opinion
Adequacy and validity
Appropriateness

Appreciation



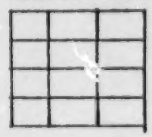
Emotional response to content
Ident. with characters

Location Skills



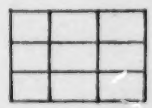
Alphabetizing
Dictionary
Parts of book
Encyclopedia
Library skills
Almanac
Newspaper
Telephone direct.
Misc. ref.
Maps, charts, grap

Study Techniques

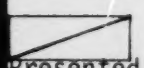


Getting organ.
How to study
Skimming/scanning
Taking tests

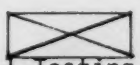
Media Center



Audio/visual aids
Realize
Equipment/machines

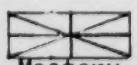


Presented

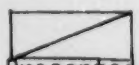


1 Testing

2 Testing



Mastery



Presented

1 Testing

2 Testing

Mastery

Contracts

Contracts are useful in planning and evaluating an individualized program. They can be complex or simple. Usually the simpler ones are easier for the students to use independently.

Contracts may be for any length of time. Weekly contracts have been successful with elementary students. Contracts that cover too much material or long lengths of time can seem overwhelming.

Contracts should offer a reward for fulfillment. Some contracts also contain a punishment. However, failure to complete a contract is often enough punishment. Rewards and punishments may be posted on charts to help the student when filling out his/her contract.

Students should fill out as much of the contract as possible before meeting with the teacher. They should be encouraged to look at the work they are contracting to be sure they are making realistic estimates of time and work.

How the work will be checked is up to each individual teacher. Some prefer to check all the work themselves, but this is very time consuming. The teacher may let the students check their own work using a check-out system for the answer books. It should be understood that no more than three pages should be done without checking and that a student that misses more than three answers on a page should consult with the teacher immediately.

A student who does not reach his/her weekly goal on the contract needs to work on a daily contract. A daily contract sets up the week's work showing the amount that needs to be accomplished each day. Students on a daily contract must check-off with the teacher or an aide each day. Students on daily contracts do not receive a reward. They are taking extra teacher time. After the daily contract is completed they should move back immediately to

the weekly contract. A teacher must NEVER give up! Students need to learn to make choices and form plans of action.

When the teacher checks the contract, be generous in praise to those who succeed. Never scold the child who does not complete his/her contract. Scolding destroys ego in the student and makes teachers cranky. The student (regardless of how he/she acts) is already hurt by failure. This is the time for the teacher to offer help and reassurance.

The teacher who is continually changing a contract (lowering the goal) after it has been set up may defeat the whole purpose of having a contract. Sometimes the teacher must be firm to be kind. One rule that has worked successfully in changing a contract is as follows: On the day before contracts are to be checked, if the student, who has been working hard, can see that he/she will not be able to complete all the work, the teacher may then make some adjustment.

If you are using more than one contract you may find that using a different color of paper for each subject will make it easier for the student to find the particular contract. When the student fills out a new contract it should be stapled to the old contract so that it is not so apt to be thrown away or lost. If you keep samples of the students' work for conference you may want to include the contracts for that period of time.

Some teachers have the students make copies of their contracts for the teacher to keep in case the students lose theirs. Using a file box with a card for each student where the work is jotted down briefly may be less cumbersome. At the end of this section are several sample contracts and teacher recording cards (Charts #4 - #17).

CHART #4

Teacher Reading Recording Cards

Name _____ Reading _____ Level _____ Year _____					
Book					
Prescription Exercise					
Spelling Sheets					
Spelling	w s t	w s t	w s t	w s t	w s t
Diary					
Oral Reading					
Book					
Prescription Exercise					
Spelling Sheets					
Spelling	w s t	w s t	w s t	w s t	w s t
Diary					
Oral Reading					

w = words
s = sentences
t = test

CHART #5

Teacher Math Recording Cards

Name _____ Math _____ Level _____ Year ____					
Date					
Book					
Worksheets					
Extra Point					
Dyna Math					
U-SAIL					
Date					
Book					
Worksheets					
Extra Point					
Dyna Math					
U-SAIL					

CHART #6

Student Weekly Math Plan

Name:_____ Date:_____

WHAT I PLAN TO DO THIS WEEK

MATH

Plans or Assignments	Goal Completed YES	NO
Book		
Worksheets		
Multiputer		
Dyno-Math		
U-SAIL		
Special Work		

If I do meet my goal I can _____

_____

If I do not meet my goal I will work on a daily contract and I will _____

_____

I would like special help with _____

_____

Signed _____

_____

_____

Review Date

CHART #7

Student Daily Math Plan

Name:_____ Date:_____

	Wednesday	Thursday	Friday	Monday	Tuesday	Checked
Book						
Multiputer						
Dyna-Math						
Worksheets						
U-SAIL						
Special						
Other						

CHART #8

Daily Reading Contract

Name:_____ Date:_____

Day	Reading Book	P.E.	Spelling Skills	Diary	Spelling Test	Games	Work Sheets	Oral	Teacher Check
Thursday					W S				
Friday					W S				
Monday					W S				
Tuesday					W S				
Wednesday					W S				

Reward (if not on teachers daily list):_____

If I do not make my goal I will:_____

Signed _____
(Student)

_____
(Teacher)

Review Date: _____

Spelling: W - Word list
S - Sentence using word

CHART #9

Weekly Reading Contract

Name:_____ Date:_____

MY GOAL	Work Completed Yes	No
Reading book		
Prescription exercises		
Spelling skills		
Worksheets		
Diary		
Spelling: 1. Words 2. Sentences 3. Tests		
Oral reading		
Flashcards		
Games		
Oral		

Reward if I complete my work: _____

If I do not complete my work I will work on a daily contract next week and at morning break I will _____

_____

I need extra help in _____

Signed: _____
(Student)

_____
(Teacher)

Review Date _____

CHART #10

Student Weekly Language Arts Contract

Name _____ Date _____

English	Text	Workbook	Phonics	Skillbook	Spelling	Teacher OK
Wednesday						
Thursday						
Friday						
Monday						
Tuesday						

If I make my goal I may: _____

If I do not make my goal I will be assigned to a daily contract and check daily with my teacher.

_____
(Student Signed)

_____
(Teacher Signed)

Review Date _____

CHART #11

Student Weekly Reading Contract

Name _____ Date _____

Day	Oral Reading	Programmed Spelling	Voc. Sheets	Diary	Basic Words	Spelling	Timed Sheets	Teacher OK
Wednesday								
Thursday								
Friday								
Monday								
Tuesday								

Reward (if not on teacher's daily check list) _____

If I do not make my goal I will _____

_____
Signed/Student

_____
Signed/Teacher

Review Date _____

LEARNING DISABILITIES

CHART #12

Yearly Spelling Record Chart

Kindergarten - 3

Name _____ Date _____

Level _____ Color _____

W	T (1)	W	T (2)	W	T (3)	W	T (4)
S		S		S		S	
W	T (5)	W	T (6)	W	T (7)	W	T (8)
S		S		S		S	
W	T (9)	W	T (10)	W	T (11)	W	T (12)
S		S		S		S	
W	T (13)	W	T (14)	W	T (15)	W	T (16)
S		S		S		S	

W - copy words
S - Write sentence using word
T - test
Star - perfect score

CHART #13

Yearly Spelling Record Chart

4-6 Grade

Name _____ Date _____

Level _____ Color _____

W	T 1	W	T 2	W	T 3	W	T 4	W	T 5	W	T 6	W	T 7	W	T 8								
S		S		S		S		S		S		S		S									
W	T 9	W	T 10	W	T 11	W	T 12	W	T 13	W	T 14	W	T 15	W	T 16								
S		S		S		S		S		S		S		S									
W	T 17	W	T 18	W	T 19	W	T 20	W	T 21	W	T 22	W	T 23	W	T 24								
S		S		S		S		S		S		S		S									
W	T 25	W	T 26	W	T 27	W	T 28	W	T 29	W	T 30	W	T 31	W	T 32								
S		S		S		S		S		S		S		S									
W	T 33	W	T 34	W	T 35	W	T 36	W	T 37	W	T 38	W	T 39	W	T 40								

W - words copied from word card
S - sentence made using the word
T - test taken
Star - perfect score

CHART #14

Weekly/Daily Oral Reading Record

Instructional Level

(If student makes more than 2 errors in 25 words, material is too difficult; less than one error may be too easy. Student should be able to answer 4 out of 6 comprehension questions correctly.)

Name _____ Date _____

Date	Page	Word Errors	Comp.	Evaluator

CHART #15

Weekly/Daily Oral Reading Record

Instructional Level

(The student should read approximately 100 words in less than one minute with fewer than 8 errors and be able to answer 4 out of 16 comprehension questions correctly.)

Name _____ Date _____

Date	Page	Word Errors	Comp.	Evaluator

CHART #16

Kindergarten Contract

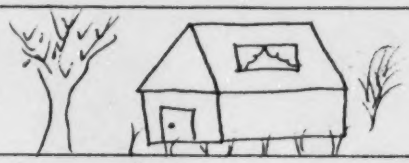
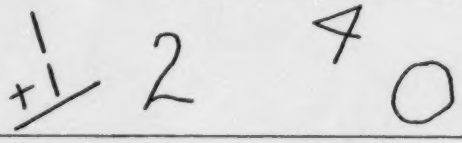
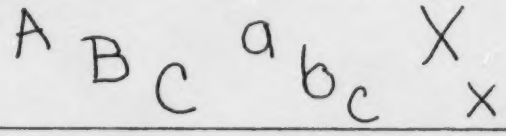
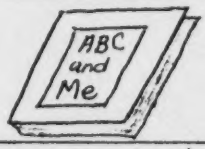
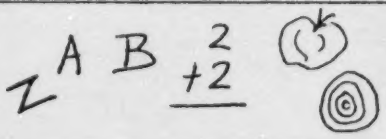
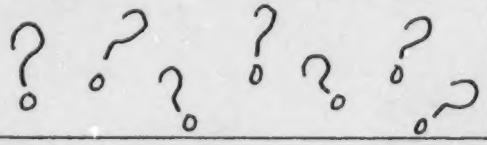
NAME	Yes			No	
SOCIAL STUDIES 					
ART					
MATH 					
WRITING 					
READING 					
INTEREST CENTERS 					
FREE CHOICE 					

CHART #17

Teaching Assignment for a Staff Member

Subject: _____ Math _____ Reading _____

Date : 9 10 11 12 1 2 3 4 5 .

Concept: _____

References: _____

Teacher: _____

Students: _____

_____

(if student is absent please circle their name)

Assignments: _____

_____

Teacher Enthusiasm

Enthusiasm is defined as great interest or excitement or something that inspires a lively interest and motivates others. Enthusiasm is not an inherited trait. It must be developed and nurtured. Some fortunate people are optimistic. They can put their sensitivities in the right perspective and enjoy life in an unself-conscious way. Many people are basically pessimistic with sensitivities which make them self-conscious and afraid. For these people enthusiasm has a higher price. The threat of feeling a fool or fear of failing keeps them from excelling as a teacher and living fully as a person.

Enthusiasm is contagious. If a teacher works with people who are enthusiastic then he/she will probably acquire this trait. Some lucky teachers have principals who are so excited about learning that they continually share encouragement, support and ideas with their teachers. If a teacher does not have this type of administrator, he/she should not let it destroy his/her enthusiasm for teaching. It should be remembered that the principal often deals with problems that can be very depressing. Federal reports, lack of money, and problems with students, parents and teachers are a large part of an administrator's role. Sometimes the teacher can motivate the principal by spreading a little of his/her own enthusiasm around.

Most teachers develop their own enthusiasm. It is the teacher's responsibility to make changes in a group of students within a given time. If the teacher has and shares enthusiasm, every day can be a challenging, exciting time for all involved in this change process. Without enthusiasm it often becomes a deadly, unending period which is such a waste since time can never be respent.

Teacher developed enthusiasm

Smile. A smile is the cheapest and easiest enthusiasm builder. Smile when the students arrive. Take time to call them by name. A touch on the shoulder, a hug or a smile can create an optimistic start to a day. Take time to listen to those who need to share an experience or feeling with you. Always use a reassuring smile to let the troubled student know that the school day will go well for him/her.

Projects. A teacher should always keep something going that he/she and the students can look forward to doing. It may be the creation of a new game, a new unit, a community service or a special day. If the teacher is excited about it the students will become involved in this excitement. Some suggestions for projects are listed below:

1. Let each child become a pen pal of a person in a nursing home. Write letters, make holiday decorations for trays, plan an entertainment program, etc.

2. Have a special day. Use calendars that list special events and take a few minutes that day to learn something about that event. Teachers Magazine has a listing of such events with suggested activities each month.

3. Get involved in the Presidential Physical Fitness Program or the Nabisco Physical Fitness Award.

4. Become involved in energy conservation. Make it a community awareness goal.

5. Have a project week or days. (A sample and explanation will be included in the Special Activities Section of this manual.)

6. Education classes, inservice training, etc. Approach these with the attitude that you will find something that will help you to do a better job. The material as presented may not fit your program, but take the main idea or some part of it and organize it to fit your philosophy.

7. Look at education publications. There are many educational magazines that can give you ideas. Again you may need to adjust these to fit your situation.

8. Browse through State Education Departments publications. These are sent to every school in the state. Ask your principal to pass these on to you. They offer ideas, tell what is happening and sometimes offer contests. Enter! You can't win if you don't try.

9. Utilize educational materials catalogs. These offer many ideas for new methods and games (be sure to remember the copyright laws.)

10. Make a drill kit or reorganize a part of the curriculum. Develop a new contract. Rearrange the classroom.

11. Become a foster parent to a zoo animal.

12. Choose a theme for the year and organize decorations, games and activities around this theme.

13. Write to the State Fine Arts Department. Become involved in their programs.

14. Write to people who have made the news in your community or elsewhere.

15. Invite people to visit and share vocations and hobbies.

16. Let each child have a "Meet My Family Week" to share pictures of him/herself and his/her family. Maybe the child would like to invite a member or members of his/her family to visit the school.

17. Organize a clean-up day.

18. Get involved in the One-on-One and Hoop-Shoot contests.

19. Plan a cook out meal.

20. Write to students in another school. Plan a trip to visit their school. (And when you return you are allowed a small smug smile when someone says, "I'm glad I go to my school!") Invite them to your school.

21. Write to the students favorite professional sports team. They almost always answer and send pictures and posters.

22. Guess the weather for March 1st., estimate number of beans in a jar, or keep some kind of reading contest going all the time.

Positive involvement is the key to enthusiasm. These activities can take a minimum of instructional time, can be vehicles of learning and pay big dividends in enthusiasm and excitement for both the student and teacher.

SECTION II - HOW TO

How to Help Students Learn Self-Control

Using a group therapy session a teacher might ask, "What is self-control? Have you ever known a person who has poor self-control?" The teacher could then point out that if these people do not assume that control they do not like themselves very much and are calling attention to themselves in an undesirable way. After the students discuss and decide that self-control is doing what they are supposed to be doing, when they are supposed to be doing it, without interrupting others, the teacher should tell them that in his/her class they are going to have the chance to learn self-control and that those who can't or won't learn self-control will miss out on the freedom and fun that those with self-control will be having. Those who are out-of-control will have to go into the controlled time-out area. The primary rules for learning self-control are listed below:

1. Speak with a very soft voice.
2. Walk when changing areas.
3. Do not disturb or interfere with others who are working.
4. Do what you are supposed to be doing when you are supposed to be doing it.

When a student breaks the rules of self-control he/she must go to the controlled time-out place. This may be a desk facing the wall. The teacher may wish to put a corral around it. In the controlled time-out place the student will make a plan that will help him/her regain his/her self-control. The plan must state what the student was doing that was not in control and contain a plan to change the behavior. (For very young students the teacher may need to write their dictation.) When the plan is made ask the student to sign it and then the teacher signs, dates and files

the plan. The teacher should not hurry to the controlled time-out place. The student needs some time to think and to miss out on some activities. The student should understand that if he/she breaks the same rule that the teacher will not accept the same plan again. It gets harder to make a second or third plan for the same misbehavior.

Listening and loving with firmness, without scolding or constantly reminding the student of his/her plan will yield the best results, consistency is the key. Rules governing the controlled time-out place follow below:

1. No talking.
2. May not leave area.
3. No playtime - (one restroom break in morning, noon and afternoon when no one else is in there).
4. Lunch on a tray in this area.
5. Total group isolation - others may not talk to him/her.
6. If called for group instruction they may not talk unless called upon.

When the total class is out of control the teacher should use the same treatment on the group as a whole within their own seats. (Lunch is an exception where the teacher will have to go and remain with the group and return them to the room afterwards.) This is total teacher control and students who have had a taste of self-control do not like it. It makes them feel immature. They may ask for a group therapy session to make a group plan or they may write their plans individually. As in any situation where things are out of control, there may be a few who are exceptions. If these can be identified, leave them to their self-control. If not, they will just have to suffer the consequence as so often happens in the traditional classroom.

Self-control really does work!! The teacher has to have a lot of faith in children, show love, never scold and be consistent! It is hard to let go of the traditional control. It is also frightening that the whole thing may turn into chaos. If the teacher will believe in it and make sure that those in control receive enough positive reinforcement to want to be in the freedom area, the program will work. The teachers own enthusiasm will build egos through student self-control.

Put the responsibility of behavior and work achievement on the student. Then the teacher is free to teach!

How to Individualize Instruction

Getting started in this program may seem difficult, but it does not hurt to try something new, exciting, and challenging for your students. This individualized instruction program has proven highly successful at Howell Elementary School. Below are some suggestions for getting started:

1. Go slow - use a simple retrieval - don't get to the place where you feel overwhelmed.

2. Generally it is best to start in one area. Explain and practive filling out contracts with the students in a group. Using the contracts keep them working together as they have been until you and the student feel comfortable enough to start widening the spread of instruction and assignments. Be sure that the students know that people learn at different rates and in different ways. Some people can do the same thing in the same way at the same time.

3. Explain the continuum. Help them to understand that it is a way to see how they are progressing in what they need to learn. Show them that cheating keeps them from moving on the continuum and that they just keep doing the same work over and over until they decide to learn it. Encourage them to look at their continuum when making out their contracts.

4. Be sure to encourage and reward. Make it a positive feeling to meet or even surpass a contract.

5. Test often using teacher-made tests, unit tests or drill sheets. Teach concepts only to those who don't know them. Use the tests as a review, a pre-test and a post-test

6. Check work using volunteer help, older students or self-checking by the student. In self-checking one student is in charge of the answer books for a day. Students wishing to check work go to the checking area and show their work to the student in charge. The student in charge then gives a red pencil and the checking book to the student for his use. Regular pencils are not allowed in the checking area.

If the program seems slow at first, remember it will become faster as students and the teacher gain experience. The student learns the subject just as well as when the traditional teaching methods are used - plus, the teachers enthusiasm, faith and ego building comments to the students make it a pleasant experience for both.

A teacher should always thank a student for just talking to him/her. Such a compliment or praise should be unique and fun for the student to hear. As an example, below are listed ninety-nine unique ways to say, "Very good!"

1. Nice going.
2. WOW!
3. Keep on trying.
4. That's really nice.
5. You're really improving.
6. Now you've figured it out.
7. SENSATIONAL!
8. That was first class work.
9. I think you've got it now.
10. You did that very well.
11. You're really going to town"
12. You are learning fast.
13. Great!
14. Good for you!
15. You're doing beautifully.
16. That's the best ever.
17. TERRIFIC!
18. Couldn't have done it better myself.
19. Nothing can stop you now.
20. Good job.
21. You make it look easy.
22. Good thinking.
23. You remembered!
24. EXCELLENT!
25. You've got it made.
26. You're getting better everyday.
27. You did a lot of work today!
28. It's a pleasure to teach when you work like that.
29. PERFECT!
30. I'm proud of the way you worked today.
31. Exactly right!
32. You're doing a good job!
33. You are very good at that.
34. That's the way!
35. Right on!
36. You really make my job fun.
37. That's the right way to do it.
38. Nice going.
39. That's better than ever.
40. You certainly did well today.

41. Good remembering!
42. Congratulations!
43. I knew you could do it!
44. Way to go!
45. That's better.

46. You've got your brain in gear today.
47. You must have been practicing.
48. I've never seen anyone do it better.
49. That's the kind of work that makes me happy.
50. I'm happy to see you working like this.

51. That's RIGHT!
52. SUPER!
53. Good going!
54. I like that.
55. Not bad!

56. You're on the right track. now.
57. That's coming along nicely.
58. You've got that down pat.
59. You figured that out fast.
60. That's a good (boy/girl).

61. Congratulations.
62. Keep it up!
63. You outdid yourself today.
64. OUTSTANDING!
65. Now that's what I call a fine job.

66. FANTASTIC!
67. You did it that time!
68. That's great!
69. SUPERB!
70. You're doing fine!

71. Much better!
72. That's it!
73. Good for you!
74. WONDERFUL!
75. That's good.

76. You've just about got it.
77. That's the best you have ever done.
78. Now you have it!
79. Well look at you go!
80. I'm very proud of you.

81. Now you have the hang of it!
82. MARVELOUS!
83. You are really learning a lot.
84. Keep up the good work.
85. You haven't missed a thing.

86. One more time and you'll have it.
87. FINE!
88. That's very much better!
89. GOOD WORK!
90. You're really working hard today.

91. Keep working on it, you're getting better.
92. That's the way to do it!
93. TREMENDOUS!
94. You are doing that much better today.
95. That's quite an improvement.

96. Now you've figured it out.
97. That's it!
98. You've just about mastered that!
99. That's not half bad!

SECTION III - THIS AND THAT

Activity Time

It seems that there are always additions to the curriculum without an increase in teaching time. In order to decrease teacher frustration and introduce with a brief instructional time these additions, Activity Time was developed. The idea for this type of instruction came from reading some of the pilot programs on Head-Start several years ago.

The activity usually starts with a simple booklet that introduces the subject and asks some questions. These booklets are always cassette taped so that any student with reading problems is not deprived in learning in other areas. The activity at Howell School is placed in a plastic tub, but a box will work just as well. In the tub, books, filmstrips, games and other activities pertaining to the subject are placed. When the student finishes the booklet he/she may choose from these reinforcement activities. A card is placed in the tub telling the student of the choice of learning experiences.

There are generally about five or six students to an activity group. The teacher then prepares the number of activities, each on a different subject, to fit the number of groups. The student, working with his/her group, has an opportunity to work in a small group, learning to share and help. This type of activity will work in nongraded as well as single graded groups. In nongraded groups two or three levels of booklets may be needed.

Activity Time is very popular with the students and the games and other materials fit into interest centers when the activity is finished. The students know how to use the materials and play the games for the rest of the year.

At Howell School the activities usually last for two 30 minutes sessions. If they run too long, student interest and feet wander.

We often use pre- and post-tests for retrieval. The checking of the booklet is another means of check-up.

The greatest pay-off is the communication skills learned by the students. Each student must take part, must share, and tolerate the others in the group. This gives an opportunity to mix social groupings in the class and aids in forming new friendships. It is a great teacher of self-control.

The following pages contain a sample booklet on three levels, retrieval chart and organizational chart (Chart #18, #19 and booklet).

CHART #18

Activity Organizational Chart

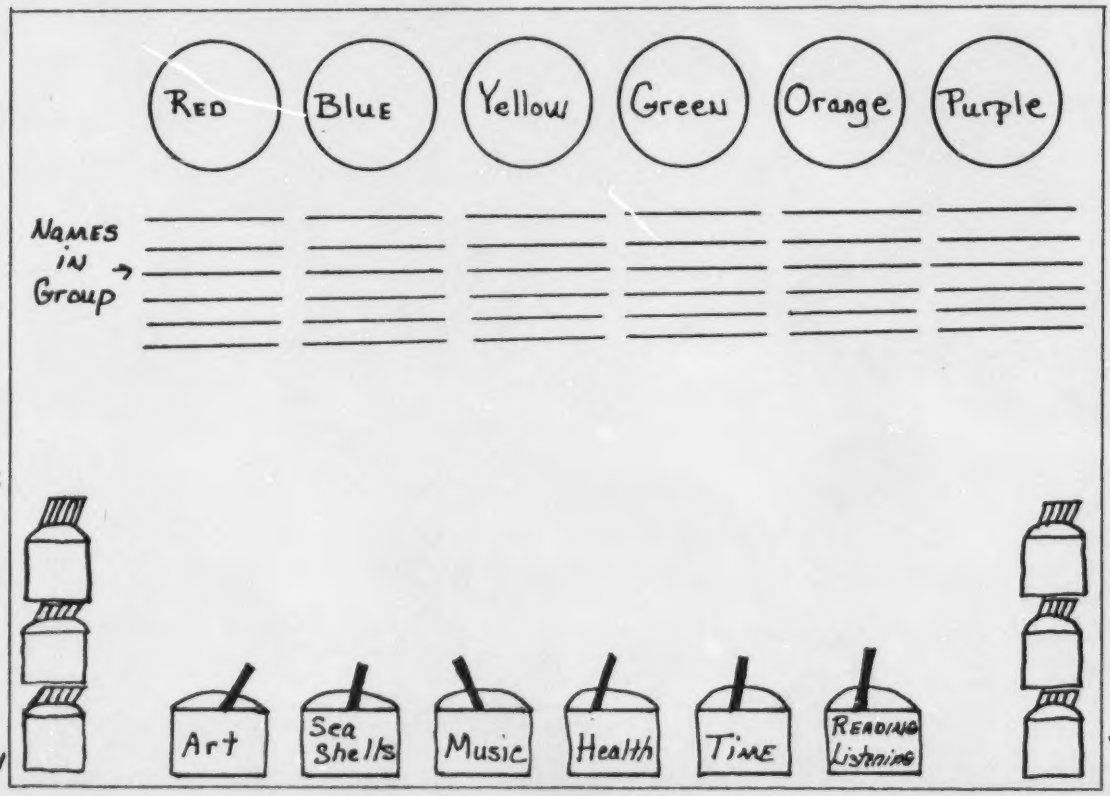


CHART #19

Activity Retrieval Chart

ACTIVITY TIME

COLOR GROUP							
Red							
Blue							
Yellow							
Green							
Orange							
People							

ACTIVITY COMPLETION

RED Name							

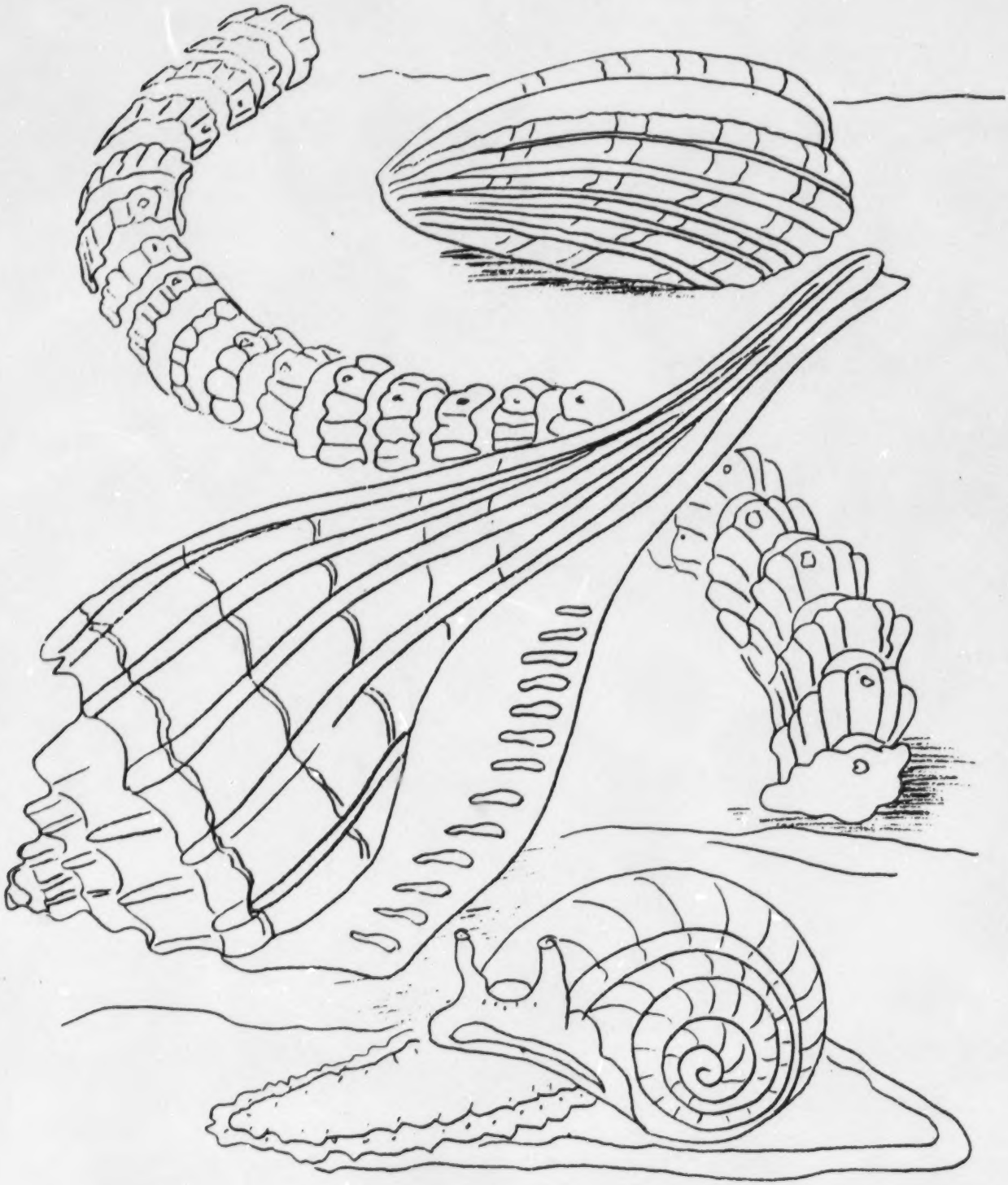
BLUE Name							

YELLOW Name							

GREEN Name							

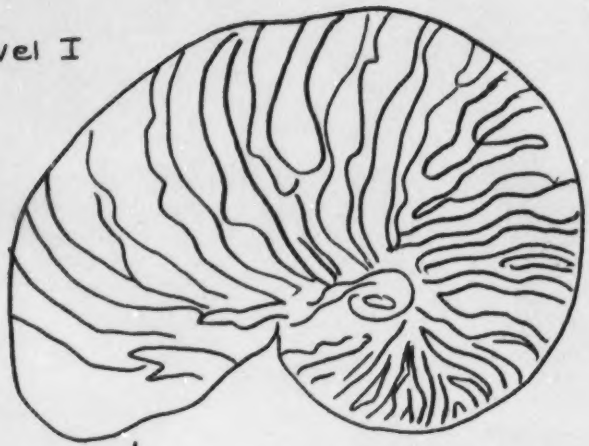
ORANGE Name							

PURPLE Name							

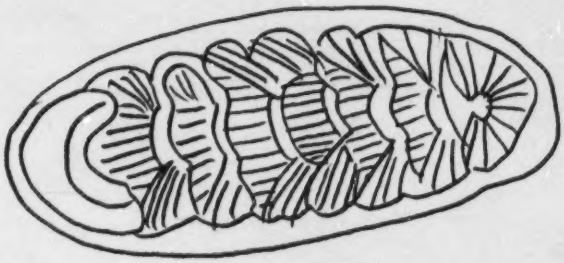


Sea Shells

Level I



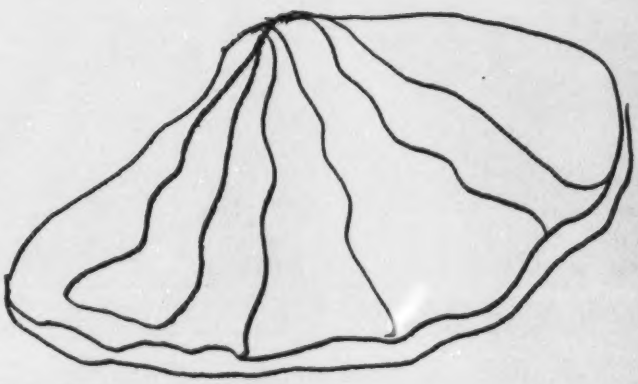
Nautilus



Chiton

Univalve

Tooth Shell



Bivalves

Draw the five kinds of shells. Write their names.

Nautilus	Chiton

Tooth Shell	Univalve

Bivalve

Level II

Sea Shell

Did you know that a sea shell is a house? The animal has a soft body. It is called a marine mollusk.

(1) What animal has a sea shell house?

A sea shell with eight plates is called a Chiton. Sea shells that have two halves are called bivalves. Some sea shells are cone shaped or tooth shaped. Snails are curved and called univalves.

Draw

Bivalves	Univalve
Chiton	Cone shaped

Level III

Sea Shells

Some animals make their homes and carry them with them wherever they go. These animals have very soft bodies. They have an organ that secretes a material that makes a shell. These animals are called marine mollusks.

There are five groups of marine mollusks. Each group makes a different type of shell.

1. What is the name of the animal that builds a shell?

_____

2. What kind of body does a marine mollusk have?

_____

The marine mollusk builds a shell to protect itself. Their shells are patterned and colored to look like their surroundings. They live in shallow and deep water.

3. Have you ever seen the house of a marine mollusk? _____

The Chiton

The group of marine mollusks that have shells with eight plates is called the Chiton.

These eight plates overlap like a coat of armor. They protect the Chiton.

The Chiton does not like sunshine. They live along the shore under stones where it is muddy. They fasten on to rocks. If you pull them loose they roll into a tight little ball.

The Chitons have many different colors and patterns on their shells.

1. Name the marine mollusk with eight plates. _____
2. Where do Chitons live? _____

_____

Draw 3 different Chitons.

The Clams

The Clams have two shells (bivalves). Other two-shelled animals that we eat for food are oysters, mussels and scallops.

Clams live in many places. They have beautiful colors and shapes in their shells.

Look in the books on sea shells and find the names of some bivalves. Write the names of 3 bivalves.

1. _____
2. _____
3. _____

Draw and color three bivalves.

The Tooth Shell

The Tooth Shells have a cone shape or tooth shape. They are curved and open at both ends. They live in both shallow and deep water. The American Indians once used these shells for decoration and in trading.

The Money Tusk is found from Alaska to California. It is a light color that looks like a tooth or tusk. It is one or two inches long.

The Elephant's Tusk is found in the Philippines. It is three inches long. It has various shades of green in the shell.

1. Where do the Tooth Shells live? _____
2. Who used the Tooth Shells for money? _____
3. What color is an Elephant's Tusk shell? _____
4. How long is the Money Tusk shell? _____

The Snails

The Snails have one spiral-like shell and are called univalves. Some snails live in shells that look like worm shells; some snails have shells that look like steeples.

Snails grow all over the world. Some are good to eat.

People like to collect the shells of marine snails. Look at pages 4 and 5 of Sea Shells of the World and see the many kinds of snail shells. Have you ever seen any of these?

Draw two types of snail shells.

The Cephalopods

The squid, octopus and Nautilus are all Cephalopods. They are very active animals. They have large eyes and powerful jaws. They have from 8 to 90 tentacles or arm-like projections.

Many of the Cephalopods do not make shells. The female Paper Nautilus secretes a shell with an arm to protect her eggs.

What kind of sea shell do you like best?

Do you have any sea shells?

Will you share your shells with the class?

When you go near water I hope you will look for sea shells.

Student Government

When setting up a student government it may be modeled on the local, state or national government. It can be as strong and active as the teacher will allow. Most student governments are just models, but a real working model gives students an opportunity to make group decisions, learn parliamentary procedure, learn to work in groups and develop leadership.

After choosing the type of government the students wish to set up they must then decide what officers and committees they will need.

The following describes a student government set up using the state government as a model.

Elected Officers

Governor. Presides at the meeting and sees that the other officers are doing their job.

Lieutenant Governor. Presides at meeting when the governor is absent, checks on the committee's and assists the governor in any way needed.

Secretary of State. Keeps the minutes of the government meeting and also acts as the recording clerk of the court.

Supreme Court Justice. Presides over the court, checks on the completion of punishments, and hears the new cases brought before the court. If the defendent pleads guilty or is found guilty, by a trial by jury, the Judge announces the sentence.

Sergeant at Arms. Keeps the meeting orderly and checks the committee meetings to see that they are conducted in a controlled manner.

Election

Monday. Petitions are given to those seeking office. Each petition must have five signatures. Students keep a signature list since they may only sign for one person for each office.

Tuesday. Posters and campaign materials are put up and passed out. All must be student made. Monetary bribes are not allowed.

Wednesday. Convention Day when all of the candidates give a speech with much noisy demonstration from the audience for all. It takes a winner to try!

Voting, by secret ballot, takes place immediately after with two non-candidates handing out and checking off the return of the ballots. These two (sworn to secrecy) with the teacher count the votes while the rest of the group cleans up the confetti, pebbles from pop can noise makers, etc. As soon as the votes are counted the winners are announced. Those who ran but lost become the chairpersons of the committees. Winners are sworn into office.

Thursday. Student officers meet and set up the committees. Every student is on a committee and every committee has certain responsibilities.

Committees and Responsibilities

Sanitation. Check restrooms to see that they are properly used. Make decorations for the following month.

Safety. Clean the entrance and main hallway. Have an officer on duty at breaktime and during lunch line to hand out tickets for rule infractions.

Beautification. Make table decorations for the following month. Keep the north side interest centers clean and straight.

Weather. Keep a weather chart and give a weather report each day. Clean the physical education area.

Postal. Pick up and help sort mail. Look for letters we should write telling people that we like what we read about them in the newspaper, thank-you letters and get-well letters and cards. Keep the interest centers on the south side clean.

Highways. Keep dirt and snow off the walks. Clean the media center.

The committees are changed every month so that each student gets experience in all areas. Each committee writes a short report of its 30 minute meeting on Tuesday to be read in Wednesday's student government meeting. They always start by addressing the Lt. Governor (who is in charge of committees) as Mr. or Madam Chairperson, give the date and the time of their meeting, what they accomplished and end the report with "Thank you, _____ committee.

As students work in student government it soon becomes apparent that they will need a guide or constitution. This is an excellent writing and editing experience. A teacher may want to start the constitution with a preamble and then go on to name the elected officers, and their duties and the committees and their duties. A small section about impeachment may be included.

Teachers and other staff members can take part in the meetings and vote just as any other citizen. The teacher does reserve the veto right to be used only if things become beyond the bounds of a good learning experience.

The following charts give some samples that can help a student government get started (Chart #21 - #24).

CHART #21

Sample Petitions

For Student Seeking Office

Petition

Office _____

Name _____

Petitioners:

1. _____

2. _____

3. _____

4. _____

5. _____

_____

_____

_____

Each Student

Name _____

Gov. _____

Lt. Gov. _____

Sec. of State _____

Judge _____

Serg. of Arms _____

Serg. of Arms _____

Date _____

CHART #22

Sample Government Meeting
(Given to Governor as Guide)

1. The meeting will please come to order.
2. The secretary will read the minutes of the last meeting.
3. Are there any additions or corrections?
4. If not minutes stand approved as read.
5. Let's hear the Committee's Reports.

Officers of:	Sanitation	Highways
	Weather	Safety
	Beautification	Postal

6. Is there any old business?

   (After each motion ask for discussion before vote)

   for? _____ against? _____
7. Is there any new business?
8. Adjourn

CHART #23

Sample Court Meeting

(Given to Judge as Guide)

1. Will the court recorder please read the records of the last meeting.
2. Check on sentences.
3. Is any other business to be brought before the court?
4. If not this court stands adjourned.

CHART #24

Minutes of Student Government

On Wednesday, _____ Governor _____ called the meeting to order. The minutes were read, approved and amended. The following committees reported:

Safety -

Postal -

Sanitation -

Beautification -

Highways -

Weather -

Old Business:

_____ made a motion that _____

_____ seconded the motion.

motion passed _____ did not pass _____.

_____ made a motion that _____

_____ seconded the motion.

motion passed _____ did not pass _____.

New Business:

_____ made a motion that _____

_____ seconded the motion.

motion passed _____ did not pass _____.

_____ made a motion that _____

_____ seconded the motion.

motion passed _____ did not pass _____.

_____ moved that the meeting be adjourned.

Meeting was adjourned!

Interest Centers

An interest center can consist either of a folder with some suggested learning activities that are fun or of the room divided into centers with concrete materials as well as paper pencil activities on a given subject area.

The interest centers discussed here are areas of the room containing all of the materials of a subject area. Within these areas are filmstrip viewers and casette playback machines for use of the audio visual materials in that area.

When deciding where to place an interest center it is best to think of what the center needs to function as smoothly and independently as possible. The art and science centers need to be close to a source of water. Language arts areas should be placed close to the reference materials. The music area needs to be placed in an area where it will be least disturbing.

When we planned our interest center areas, we piled all of our concrete materials together and then sorted them into the areas where we felt they would apply and be used. Below is a list of the interest center areas in use at Howell School:

1. art
2. science
3. health
4. nutrition
5. social science
6. careers
7. math
8. magazines
9. creative writing
10. phonics
11. spelling
12. library
13. listening-reading
14. music

These centers started out very small but it was surprising how quickly they were filled by items the children and parents donated, by the materials prepared in acitivity time and by planning material purchases for the year around the interest centers that were lacking in materials.

Interest Centers are for everyone's use. When children have completed their work, they may choose an area in which to work quietly. We also have a 15 minute period each day when all the children are working in the centers. This 15 minute period is organized by the miscellaneous contract using the class chart to schedule which area they will be in each day. The numbers on the class chart indicate how many children can be in an area at one time. Each student must schedule one period in math and one epriod in language arts area. They may not schedule more than one period in any area. Below are rules governing the use of Interest Centers.

1. Replace materials exactly from where you took them.
2. Be sure they are clean and straightened for others to use.

An example of the miscellaneous contract and the class chart follow (Chart #25 and #26).

CHART #25

Interest Center Weekly Miscellaneous Contract

Name _____ Date _____

WHAT I PLAN TO DO THIS WEEK

Day	Penmanship Pg. #	Yes	No	Interest Centers (where-what-who)	Organ Time
Wednesday					
Thursday					
Friday					
Monday					
Tuesday					

Area I will clean this week: _____

_____
Student/Signature

_____
Teacher/Signature

Review Date _____

CHART #26

Interest Center Weekly Class Chart

Date	Wednesday	Thursday	Friday	Monday	Tuesday
Math - 6					
Magazine System 80 - 3					
Print Type - 3					
Phonics - 3					
Spelling - 3					
Music - 2					
Organ - 1					
Science - 3					
Careers - 3					
Art - 3					
Health Soc. Science - 3					
Library Listening - 3					
Other					

Parent-Student-Teacher Conferences

If possible it is wise to have three conferences a year. The first one within the first month of school is to make plans for the year and review the student's continuum progress. The second one should come about the last of January to examine the progress of the original plan and to replan where necessary. The third conference should be in May to review the year's progress and to make some plans for making the next year even more productive.

When a student and his/her work is being discussed, the student should be present. Whatever is said is of the most concern to the student because it is an evaluation and planning of his/her life. Only if the parent requests a private conference should it be held without the student being involved!

There are some things which can help a conference move smoothly and rapidly and not allow unrelated conversations to consume the conference time (problems of other children in the home, gossip, etc.).

We use a two sheet form of conferences and either use a carbon or make a copy for our file on the student. The first sheet is a questionnaire and the second sheet is a check list on scholastic and behavioral progress. The student fills out the first page (with staff help for the very young) and checks the list on the second page. (The teacher then goes through the second page with a colored pen and marks whether he/she agrees or not with the student.) If a student is having some problems, most will rate these correctly. Let the child have the responsibility of letting the parent know why they think they have this problem and then the teacher, child, and parents should work together to plan a way to correct it. If the student's rating does not agree with the teachers' then ask him/her if he/she thinks the ratings are

different and then go to discuss and plan. When you have completed the form, thank the parents and student for coming and tell them how nice it is to meet and work together.

Always be honest, but kind and encouraging. Do not emphasize problems that cannot be solved. Ask for counselor help. Work on the things that bring success. Following are examples of yearly planning charts and student/ teacher evaluations (Chart #27 - #36).

CHART #27

Student Yearly Plan
(First of Year)

Things I do not need to change:	Things I plan to change:
Date _____	Signed: _____ Student _____ Parent _____ Teacher

CHART #28

Student Yearly Plan

Level 1

(1st of Year)

MY PLAN FOR THIS YEAR

Name	I am improving	I need to improve	I need extra help
Penmanship			
Recognizing A,B,C's			
P.E. Motor Skills			
Listening Skills			
Eye-Hand Coordination			
Self-Control			
Neatness			

Student: _____ Date: _____

Parent: _____

Teachers: _____
(Signed)

CHART #29

Student Yearly Plan
Level 2
(1st of Year)

MY PLAN FOR THIS YEAR

Name	I am improving	I need to improve	I need extra help
Penmanship			
Spelling			
English			
Reading Skills			
Math			
P.E.			
Self-Control			
Neatness			

Student: _____ Date _____

Parent: _____

Teachers: _____
(Signed)

CHART #30

Student Self-Evaluation

Mid-Year

HOW I DO IN SCHOOL

	Very good	Good	OK	Not good
Reading				
Spelling				
Penmanship				
Mathematics				
Social Sciences				
Physical Education				
Art				
Music				
Health				
Science				
Activities				

	Always	Most of the Time	Sometimes	Never
Completes work on time				
Does work neat				
Works independently				
Listens and follows directions				
Uses time wisely				
Accepts responsibility				
Gets along well with others				
Is prompt				
Takes care of school property				
Respects authority				

Mid-Year Evaluation

Name _____ Date _____

Grade _____

1. Name 3 people you like to sit with and are able to do your work:

   1. _____ 2. _____ 3. _____

2. Name 3 people you like to sit with but you talk and are not able to do your work: 1. _____ 2. _____

   3. _____.

3. Do people at your table complain about you? Yes No (if yes why?)

   _____

4. Do you have many friends? _____

5. How do you make friends? _____

6. Do you usually make all of your goals? _____ If not why do you think you don't? _____

   What could you do to help you make your goals? _____

7. Is your work neat and easy to read? _____

8. Is your tub and locker always clean? _____

9. Do you keep your things put away? _____

10. Why are our interest centers so messy and dirty this year? _____

    _____

11. Does anything at school worry you? _____

12. Can a teacher give you special help in any area? _____

13. Are you happy at school? Yes No (if not why) _____

    _____

14. What can you do to make school happy for you and others? _____

    _____

15. What is the most important thing in our school? _____

16. What would you like most to learn or accomplish this year in school? _____

    _____

CHART #32

Mid-Year Evaluation

SUBJECT	Yes	No	If no, why?
PENMAHSHIP: I get my work out and start on time each day.			
I do my very best writing.			
I make my goal on time each week.			
LANGUAGE ARTS: I make my goals each week.			
I pass my spelling tests.			
I spend silent reading time wisely.			
I complete English assignments on time.			
I complete reading skills assignments on time.			
MATH: I start my work on time.			
I complete tests on time.			
I check my work.			
I make my math goals each week.			
STUDENT GOVERNMENT: I listen and take part.			
I do my job.			
I take responsibility for my actions.			

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SUBJECT	Yes	NO	If no, why?
ACTIVITY TIME: I finish my booklets on time.			
I help others in my group.			
I work quietly.			
I take care of and leave activity tubs neat.			
INTEREST CENTERS: I go to correct center each day.			
I work correctly in my interest center.			
I leave all of my center neat and clean.			
GENERAL: I use good health habits.			
I use good table manners and clean after myself.			
I play with good self-control.			
I work quietly with others.			
I work independently.			
I start work on time.			
I share school materials with others.			
I complete work on time.			

Date: _____ _____

Sign: _____ _____

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CHART #33

Mid-Year Student Questionnaire

Name _____

1. Do you like school? _____
2. Does Mother have to coax you to go to school or do you come because you want to? _____
3. What do you like best? _____
4. Is there some part of our time at school you do not like? _____ What? _____
5. Do you think you are doing your best work in school? _____
6. Is there any way you could do better? _____
7. Do you like to play with your friends at school? _____
8. Do you have many friends? _____ (If the answer is NO) I wonder why -- what do you think? _____
9. In what way are you being a good friend? _____
10. Do you like eating lunch at school? _____ (If the answer is NO) then why? _____
11. Do you take your papers home? _____
12. Who looks at your papers when you get them home _____ _____ Do they like what they see? _____
13. Is school a happy place for you? _____
14. Is there anything at school that worries you? _____
15. Is there anything we could do that would help you be happier at school? _____

CHART #34

Mid-Year Evaluation

Name: _____ Date: _____

Is the school day too long, too short or just right? _____

Do you like where you sit? _____

Where would you like to sit? _____

What subject do you like best? _____

_____

What subject is the most difficult for you? _____

Why? _____

Do you have many friends? _____

How can you be a good friend? _____

_____

Do you worry about school work? _____ Why? _____

How can the teachers help you? _____

Is school a happy place for you? _____

Do you make others happy? _____

CHART #35

End of Year Evaluation

Things I have learned this year.	Things I liked best this year.
Things I can work on this summer.	Things I would like to do this summer.
Things I can do to be a better friend.	My friends are:
Things I can do to help my family.	

_____
Signed student

_____
Signed parent

_____
Signed teacher

CHART #36

End of Year Evaluation

Name _____ Date _____

1. Which activity did you enjoy the most this year: (circle one) B.E.H.S. play, B.R.H.S. play, field day, Thiokol,
2. What part of the school day do you like best (not breaks or lunch) _____
3. How could we change our schedule to make next year better? _____
4. How can you keep yourself physically fit this summer _____
5. What can you do to make school better next fall? _____
6. How can you help your family this summer? _____
7. Is your tub neat and clean? _____ Your locker? _____ Do you take your papers home? _____ Do you lose your contracts, papers or your pencil often? _____
8. When you do not make your goals is it because you: (1) Set your goal too high? (2) Talk to others too much? (3) Daydream: (4) Feel sick?
9. When you do not make your goals do the teachers have to keep reminding you to do your work each day? _____
10. Do you come to school with your hair combed and your hands and face clean? _____
11. What have you learned this year? _____
12. What do you need to learn next fall? _____
13. Do you think the magic circle helps us solve problems _____ Why? _____

CHART #36 (continued)

14. Do you have self control? _____

15. Do you keep the area for which you are responsible clean? _____

16. Do you bother other people? _____

17. Do other people complain about you? _____ Why? _____

_____

18. Do you use self-control other places besides school? _____ If not why? _____

19. Do you receive many tickets? _____ Do you do your punishment? _____

20. Do you blame someone else when things go wrong? _____

Subject	Very Good	Good	OK	Need to improve how?
Reading				
Spelling				
Penmanship				
Creative Writing				
Math				
Activity Time				
Lunch				
P.E.				
Quiet Time				
Interest Centers				
Social Science				
Science				
Art				
Do you know Spelling Words				
Do you know Math Facts				

Special Projects

Sometimes during the year when things become a little monotonous (such as January) a special project time may arouse interest. Students may plan and work on a project for a week. The length of time you may wish to give them should be at least an hour each afternoon. After the project is completed the students share it with the class. It may be building a model, tearing an old household appliance apart to see how it works, a craft or art project, a creative writing project or anything the student is interested in trying. If a student fails to plan a project then he/she spends the time reading. The projects may be done individually or in small groups. We often have parents who come and help. Mothers teach stitchery and one father even helped his boys put a small snowmobile together. Always require that the machinery that has been taken apart be taken home at the end of the project. This keeps your custodian happy.

A copy of the project planning sheet is shown in Chart #37.

CHART #37

Special Project

Name _____ Date _____

I will do my project alone _____.

I will have others work with me _____

My project is _____

_____

_____

_____

_____

_____

Signed by Project Leader _____

Signed by Teacher _____

Materials needed _____

_____

How I will get the materials _____

_____

_____

_____

Steps in making my project:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

CHART #37 (continued)

8. _____

9. _____

10. _____

Where I will show my project _____

_____

How I will show my project _____

Date my project will be complete _____

Signed by Project Member _____

Teacher's Signature _____

Project Completed and Shown: Date:_____

Signed by Project Member _____

Signed by Teacher _____

If I were to do my project again I would do what things different? _____

_____

What things the same? _____

_____

Physical Fitness

Many of the students in the United States are in very poor physical condition. They spend too much time with television and not enough developing strong muscles and organs. For those teachers who have access to an activity room only occasionally there are many exercises that can take place in the classroom. The most common weakness in this generation seems to be in the shoulder and arm muscles. Plan a daily program that leaves them puffing a little. Running in place is excellent for the heart, lungs and legs. It generally is good for the teacher, also.

Teachers should set an example in physical fitness and carry this over into nutrition. A person of twenty can maintain the same body size at sixty-five through proper nutrition and exercise. This can lead to a "Watch It" club where the students weigh themselves each week, keep count of their calorie intake each day and plan their food intake to reach and maintain their desired weight. Unfortunately, what is called puppy fat in children often stays with them.

Check into some of the national physical fitness plans. Winning a certificate and patch from the President or even winning the state championship in physical fitness, which brings another certificate and patch, is great public relations as well as great building of strong healthy bodies. The school also receives an attractive plaque as state champions within their school size range.

CONCLUSION

If additional information on the programs and/or examples presented in this manual is wanted or needed please write or call:

Kate Dennis, Principal
Howell Elementary School
P. O. Box 38
Howell, Utah 84316

PHONE: (801) 471-2223

CHART #38

Schedule 1979 - 1980

Howell School

8:00 - 8:15	Pledge-song-roll call-news			
8:15 - 8:25	Good Morning			
8:25 - 8:40	Penmanship			
8:40 - 9:50	Language Arts ---------- P.E.	Sharks	8:40 - 9:05	
		Swordfish	9:05 - 9:30	
9:50 - 10:05	Interest Centers	Dolphins	9:30 - 9:50	
10:05 - 10:20	BREAK			
10:20 - 11:00	Math			
11:00 - 11:30	Silent Reading			
11:30 - 11:50	BREAK			
11:50 - 12:15	LUNCH			
12:15 - 12:30	Quiet Time			
12:30 - 1:00	Activity Time----------Monday	12:30 - 12:50	Music	
1:00 - 1:20	Tuesday Committee Meetings Wednesday Student Government Thurs./Friday Social Science	1:00	Flag Lowering Taps Dismiss	
1:20 - 1:50	Tuesday/Thursday Science Wednesday/Friday Music			
1:50 - 2:10	Group Choice			
2:10 - 2:30	Magic Circle			
2:30	Flag Lowering and Taps			
	Dismiss			